Comparison Table

© Overall Concept

Teacher Centered



 3 Characteristics Standards, topics are taught in isolation. Pacing of instruction determined by teacher calendar Teachers use algorithms and tricks to instruct content. Students are supplied with a problem and directed to the concept/procedure to solve the problem. Instruction flows from explicit instruction to independent practice with little opportunity for practice and/or feedback. 		 (3) Characteristics Major topics linked within and across grade levels for deeper understanding. Pacing of instruction is determined by student proficiency. Students engage in authentic, real-life practice of skills and make use of those skills through extended application of concepts. Teachers help students develop algorithms conceptually. Students have opportunities to write and speak about their understanding of the content and procedures with the teacher and others. 	
Consider how infusing Mathematical Practices might help teachers move from a Teacher Centered Instructional Model to a more Student Centered Instructional Model.	 Elke Characteristics Standards are used to determine what to teach. Teachers and students use algorithms. Students practice mathematics. 		③ Like Categories Standards Use of Algorithms Presence of Practice
	 Unlike Characteristics Teachers determine the pacing vs. student mastery determining pacing Teachers use algorithms instead of investigation as the primary instructional tool. Independent Practice vs. Authentic Practice Students complete exercises then receive feedback vs. progressive feedback from peers and teacher through speaking and writing. 		 ⁽²⁾ Unlike Categories Who determines Pacing Instructional Methodology Purpose of Student Practice (Assignments) Frequency, Methods of Feedback

⑧ Summary

Teacher Centered and Student Centered are two types of math instruction that are alike with regard to using standards for instruction, use of algorithms, and giving students adequate practice with the content. They are different with regard to who determines instructional pacing, instructional methodology, purpose of practice and the frequency and methods in which students receive feedback.